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ABSTRACT

Military institutions in the United States are examined from a historical perspective by students in grades 10 through 12 in this quinmester social studies course. Objectives are for students to identify pertinent information about selected wars; describe factors that have influenced the development of American military policy and the organization of the American military institution; describe the influence of the military institution on the American economy; distinguish between strategy and tactics; trace the development of manpower procurement procedures of the American military; evaluate the policy of the supremacy of civil authority over the military; and speculate on factors that affect the status of the military institution in the minds of the American public. Content, coordinated with the objectives, is guided by inquiry teaching strategies focusing on concept teaching and activity learning. Arranged as other quinmester courses, this survey is divided into a broad goals section, a content outline, objectives and learning activities, and materials. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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AMERICAN MILITARY HISTORY

SOCIAL STUDIES

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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by

John A. Moore

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A SURVEY HISTORY OF THE AMERICAN MILITARY. ENCOMPASSES THE AMERICAN IDEA OF CIVILIAN AUTHORITY, THE ROLE OF THE MILITARY IN AMERICAN HISTORY, AND IN-DEPTH ANALYSIS OF SELECTED AMERICAN WARS AND MILITARY CAMPAIGNS.

CLUSTER: American Studies
GRADE LEVEL: 10 - 12
COURSE STATUS: Elective

COURSE RATIONALE: In an age where our society grows weary of armed conflict, there is a need to examine the institution upon which the burdens of war and preparation for war fall most critically. How has the institution developed over the long years since the British colonies united? What sort of influences shape the organization and structure of America's military institution? What is military strategy all about and what can the "man in the street" gain from understanding it? Questions such as these as well as such important issues as the policy of civil authority and manpower procurement procedures are relevant to the youth who have grown up in a world at war. There is a need to examine more than the history of battles. America's real military history lies in the development of the massive institution that prepares for war in the search for peace.

COURSE GOALS:

1. THE STUDENT WILL IDENTIFY PERTINENT INFORMATION ABOUT SELECTED WARS.

2. THE STUDENT WILL DESCRIBE FACTORS THAT HAVE INFLUENCED THE DEVELOPMENT OF AMERICAN MILITARY POLICY.

3. THE STUDENT WILL DESCRIBE FACTORS THAT HAVE INFLUENCED THE ORGANIZATION OF THE AMERICAN MILITARY INSTITUTION.

4. THE STUDENT WILL DESCRIBE THE INFLUENCE OF THE MILITARY INSTITUTION ON THE AMERICAN ECONOMY.

5. THE STUDENT WILL DISTINGUISH BETWEEN STRATEGY AND TACTICS.

6. THE STUDENT WILL TRACE THE DEVELOPMENT OF MANPOWER PROCUREMENT PROCEDURES OF THE AMERICAN MILITARY.

7. THE STUDENT WILL EVALUATE THE POLICY OF THE SUPREMACY OF CIVIL AUTHORITY OVER THE MILITARY.

8. THE STUDENT WILL SPECULATE ON WHAT FACTORS AFFECT THE STATUS OF THE MILITARY INSTITUTION IN THE MINDS OF THE AMERICAN PUBLIC.

COURSE CONTENT OUTLINE:

A. The Wars of America (selected)

B. Military Policy

C. Organization (structure) of the Military Institution

D. Relationship of Military Institution to the Economy

E. Manpower Procurement Procedures

F. Role of Civil Authority

G. Factors that Affect Public Opinion About the Military

H. Strategy and Tactics

INTRODUCTORY ACTIVITIES:

1. Devise and administer a pre-test on course content. The test can serve as a diagnostic instrument for directing student activities and as a measure of progress for student and teacher when administered as a post test at the end of the quinmester.

2. Discuss the concept "war." Seek a consensus on a definition. Have the students identify those military actions that comprise "war" and distinguish them from actions that do not comprise war. (Possible focus questions: Is a formal declaration of war necessary before a military action is considered a war? What distinguished actions such as the China Relief expedition (1900) and the interventions in the Caribbean (1915-1934) from acknowledged wars such as World War I and World War II?)

3. Have the students discuss the purposes of a military institution. Consider having them write a brief essay about the value (as they see it) of the American military. Have a similar essay written at the end of the course so that students can determine if a change (or strengthening) of opinion has taken place. The second essay might emphasize factual content to support allegation and opinions.

GOAL 1: THE STUDENT WILL IDENTIFY PERTINENT INFORMATION ABOUT SELECTED AMERICAN WARS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
AMERICAN WARS NOTE TO THE TEACHER: While the content necessary for the mastery of this objective can be taught in an expository manner, far more lasting insights will be achieved if the students' approach to the content is guided by inquiry teaching strategies.	A. The student will identify the following for selected wars: 1. The times (in which the war occurred) 2. The location (of the war) 3. The opponents 4. The cause(s) 5. Significant battles or campaigns 6. Effect(s) on America	1. Selection of Wars: Limited time and materials may preclude consideration of all the American wars and military actions. However, by studying a few selected wars, the students can master the procedures of discovering important information that are applicable to any of our wars. Thus, they can gather and deal with factural data as the need arises. The following are suggested as the minimum selection and the wars that should receive the greatest emphasi The Civil War (War Between the States) World War I World War II The Korean War If time and materials permit, the following groups are recommended as additions to the above list: Viet Nam War American Revolution (Since the Revolution will be dealt with in several other courses, it has not been given priority in this course). The Spanish-American War 2. The following are suggested as topics for independent study and small group research projects: Undeclared war with France, 1798-1801 War with Barbary Pirates, 1801-1816 War against the Philippine Insurrectionists, 1899-1902 War against the Moros (Philippines), 1903-1916 Mexican Interventions, 1914-1917 Caribbean Interventions, 1915-1934 Russian Interventions, 1918-1920

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
STUDY OF THE TIMES : WHICH A WAR TAKES .ACE PROVIDES USEFUL .TA FOR UNDERSTANDING E MILITARY EVENTS.	B. The student will identify the times in which selected wars occurred.	A good source of data for the above independent student topics is The Little Wars of the United States by Dupuy and Dupuy. 1. Have the students group the wars of the United States into three sections: 18th century, 19th century, and 20th century. Have them demonstrate their ability to identify the sequence relationship of the American wars and grouping by centuries. (This activity is suggested to develop in the student's mind a relationship in time between the various wars. Mastery of this activity by the student should not be considered knowledge of the "times" referred to in the objective). 2. Have the students discuss the concept of "dates" of historical events (especially of wars, e.g., World War II 1941-1945). Have them identify criteria by which dates could be (or are) established (e.g. declaration of war to official surrender; first battle to last battle). Note: The dates of World War II are good for pointing out the relativity of many historical dates. You might give the students the following dates and have them gather evidence supporting each set as logical "dates" for the war: 1937-1945, 1939-1945, 1941-1945. 3. Have the students brainstorm to devise a list of possible uses of data on the dates of a war. (e.g. putting the war on a before-after perspective with other historical events, as key to locating primary sources from proper times period, relating to concurrent events). 4. Have the students gather data (from textual material, reference books, magazines, etc.) on what the times (using the dates as a guide) of selected wars were like (e.g. social, economic, political, philosophical characteristics).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have the students identify (preferably via research) technological devices commonly used during the times of the selected wars. (e.g. World War II - radio, cars). Have the students formulate and test hypotheses on the uses of the technological devices in the wars. (From this experience the students should be prepared to make inferences about the effect of a nation's technology on its warfare).
IE LOCATION OF A WAR 'FECTS THE CONDUCT ' THE WAR.	C. The student will identify the location (of the war) for selected wars.	1. For the selected wars, have the students identify the areas where major combat occurred. Have them distinguish between combat and non-combat zones. (They might need to discuss the criteria used to distinguish between combat and non-combat areas). 2. After gathering data on where combat occurred in the selected wars (e.g. Southern Italy, France, North Africa in WWII), have the students make inferences about why extensive fighting did not occur in other places (e.g. WWII - South America, Australia; Civil War - Northwest states, Florida, Southwestern states). 3. For selected wars have the students distinguish between locations of active combat with enemy forces and areas that must be defended (e.g. homeland, possessions, supply lines and bases) or influenced (e.g. neutral nations whose sympathy or alliance is elicited via threat, diplomacy, or propoganda). Have the students suggest what influence such non-combat zones have on the conduct of the war. 4. Have the students suggest ways in which actual combat affects the conduct of a war. They may refer to maps of data on tactical procedures to comprehend the conduct of battles. These activities can serve as an introduction to student consideration of the effects of combat (e.g. drain on supplies, manpower losses, modifies power relationships).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Excellent maps of battles can be obtained from Popular Science Publishing Co., 355 Lexington Ave., New York, New York 10017.
		5. After gathering data on the locations around the world (i.e. which continents and nations) where American wars have been fought have the students make inferences about any pattern(s) they see in the data (e.g. America seeks to engage the enemy in his own territory). Have the students gather data to test and establish the limits of any generalization they make.
IE OPPONENTS IN A WAR RE SELDOM STRANGERS) EACH OTHER.	D. The student will identify the opponents for selected wars.	1. Have the students discuss and define the label of "enemy."
		2. Have the students identify the enemy(ies) from selected American wars. (The students should clearly understand that enemy is a relative concept).
		3. Have the students conduct research activities (e.g. text reading, primary sources, "Reader's Guide") to identify the social, economic, and/or political relationships between the enemy(ies) in selected wars and America (e.g. WWI, WWII - Germany as major source of immigrants; Civil War - friend against friend, families divided). Have the students suggest ways in which the relationships identified might affect the conduct of the war.
LL WARS ARE THE RESULT OF SOME CAUSE OR AUSES. UNDERSTANDING IE CAUSE(S) IS NECESARY TO EVALUATE AND NDERSTAND THE WAR. OTE TO THE TEACHER: ifferentiate immediate ause and underlying auses.	E. The student will identify the cause(s) for selected wars.	1. Have the students do research (from old newspapers, Congressional Record, magazines, history texts, etc.) to gather a list of possible causes for the selected wars.
		2. Have the students discuss the "causes" proposed for each war, identifying the factors that make each a legitimate (legitimate should be determined by the availability of supporting evidence) cause (e.g. bombing of Pearl Harbor). For non-violent causes (e.g. economic causes of Civil War), have the students suggest reasons why non-violent alternatives to war were either not sought or did not succeed.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have the students engage in any of the following simulation games (or devise your own) to gain direct experience with the situational causes of wars: (Complete information is given in appendix). Caltech Political Military Exercise Confrontation: The Cuban Missle Crisis Dangerous Parallel The Game of Grand Strategy War or Peace 4. Provide the student with Antoine Jomini's list of reasons of international war: a. To reclaim rights or defend them. b. To protect and maintain the major interests of the nation (e.g. agriculture, commerce, industry). c. To maintain a balance of power d. To promote, defend or crush political or religious theories. e. To increase the power or influence of the state by territorial acquisitions. f. To fulfill a desire for conquest and/or glory. Have the students determine (by gathering evidence) if any of these causes are appropriate to any of the wars of America. Have them suggest other possible causes of the selected wars. SOURCE: A good reading for student while working on activity No. 4 is chapter 14 of Warfare by R. Leckie.
AN ANALYSIS OF THE MAJOR BATTLES AND CAMPAIGNS OF A WAR GIVES MUCH INSIGHT INTO THE EFFECTS OF THE WARS.	F. The student will identify significant battles or campaigns for selected wars.	1. Have the students discuss the concepts of "battle" and "campaign." Have them suggest reasons why some battles or campaigns are more significant than others.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the students identify major battles and/or campaigns of selected wars. Have them gather data to determine the significance of each (possible sources of data include diaries, memoires of political and military leaders, autobiographies, fiction and non-fiction historical accounts, and texts). 3. Have the students view films or old new reels that depict the selected battles and/or campaigns. 4. Have each student write a paper describing the conditions the individual fighting man endured. NOTE: Some of the activities from Goal 5 may be applicable to this portion of the objective.
E SIGNIFICANCE OF A R, AND ITS PRICE, CAN N BE MEASURED BY THE FECT IT HAS ON THE RTICIPANTS.	G. The student will identify the effects of America for selected wars.	1. Provide the students with data from which they may determine the relationship between front-line troops and support forces. Have them make inferences based on numerical relationship between these two groups. Have the students suggest why so many support forces are needed to conduct a war. Have them identify ways this need "carries" the war to people not on the firing line. 2. Have the students gather data (e.g. letters, diaries, lists of men killed in action) to serve as the bases for inferences about the effects of war on the families and friends of men engaged in active combat. 3. Have the students brainstorm to get a list of normal activities that might be (or have been) curtailed or modified by war (e.g. travel, education). Have them do research to determine in what ways (if any) the items on their list were affected during the selected wars. 4. Have the students gather data to determine the effects of the selected wars on political campaigns. (They might investigate

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		it from three points of view: before - during - after). They should try to determine such factors as the prevalent political attitudes towards each war and the "proper" war record. Sources of data: Newspaper files of the Miami Herald and the Miami News, Reprints of old papers from such papers as the New York Times and the Chicago Tribune; the records of state legislatures and the national Congress). 5. Have the students speculate on the possible effects (positive and negative) of selected wars on scientific and technological progress, social and economic reforms, and national unity and sense of purpose. NOTE: Some of the activities from Goal 4 may be applicable to this portion of the objective.

AL 2: THE STUDENT WILL DESCRIBE THE FACTORS THAT HAVE INFLUENCED THE DEVELOPMENT OF AMERICAN MILITARY POLICY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LICY	The student will describe the factors that have influenced the development of American military policy.	1. Have the student discuss the concept "policy." Be sure they are clear on the meaning of the term before investigating military policy. 2. Have the students gather data to support (or reject) the following statement: a. The American peoples' traditional aversion to standing armies and long terms of military service has affected military policy from the Revolution to Viet Nam. b. America has always supported the concept of civilian control of the military. c. It has been an American tradition since the days of the Revolution to dissolve the military forces as soon as danger passes. Suggested sources for data and student reading selections: American Military Policy by Bernardo and Bacon American Military Policy by Furniss U. S. Military Doctrines by Smith
ADITIONAL FLUENCES		
ATIONAL SECURITY		3. Have the students discuss the concept "national security." Have them suggest situations where the national security is endangered and situations where it is not. Could the United States have been invaded by a foreign power in modern times before the advent of nuclear power deterrent? (Relate to War of 1812 and British invasion). 4. Have the students gather evidence to support (or reject) the proposition that the Soviet Union and/or Communist China constitute a threat to our national security. Then, have them discuss the effect a "permanent threat" to national security (e.g. U.S.S.R) might have on military policy. (e.g. Have

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		then discuss the concepts of "deterrent power," "nuclear parity," and "balance of power." Students should be encouraged to use the "Reader's Guide to Periodical Literature" to gether relevant data. Consider organizing the students into research teams to facilitate data gathering.
NOMIC PROTECTION		5. Have the students debate this issue: American military policy is designed to support and protect American business interests in foreign nations. (Initial debate should center on the question DOES it happen rather than the value judgment SHOULD it happen. All student debates should be preceded by content research and briefing on the procedures of debate). In addition to newspaper and magazine sources much significant data can be found in The Weapons Culture by R. Lapp.
LD LEADERSHIP		6. Have the students suggest ways the role of world leader affects U. S. military policy. (suggested focus questions: What does world leadership mean? What are the responsibilities of a world leader? Does a world leader have a moral obligation to protect militarily weak, nations from aggression? (Have them clarify meaning of agression). Is a world leader justified in using military force or the threat of force to control or modify the action or policies of other nations?)
UAL DEFENSE PACTS		7. Have the students do research to identify the military commitments the United States has established through various regional alliances (e.g. SEATO, NATO, ANZUS, OAS). Have them suggest what effects these commitments might have on our military policy. Then have them attempt to gather evidence to support their speculations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIL DEFENSE		8. Have the students define civil defense. Then have them discuss how civil defense affects military policy. (Suggested focus questions: How can the military protect the general population in light of today's speedy and destructive weapons? How can a well organized civil organization affect the attitude of the public in regard to confrontations with militarily potent adversaries? Would the American people have support President Kennedy during the Cuban missile crisis if the United States had no civil defense system?)
		9. Have a student or students report on the role of the militia or national guard in national defense. What match would a militia have against an invading regular army?
		10. Prior to World War I, it has been said that American shores were protected by the Navy, coastal defenses and the militia. Have the students discuss this in relation to today.
OLITICAL INFLUENCE		11. Have the students suggest ways that military policy could be molded by political policies. (e.g. The political policy of containment of communist powers results in the Maintenance of U. S. Army, Air Force, and Naval forces in foreign nations).
ECHNOLOGY		12. Have the students gather evidence to support the proposition that available technology affects military policy. They might consider the difference the availability of an F-104 jet fighter (rather than a Sopwith Camel) makes in military policy. (Other products of technology to consider are the Strategic Air Command bombers, nuclear submarines, missiles, surveilance satellites, M-15 rifle, helicopters, and air-craft carriers).
'UBLIC MORALITY AND)PINION		13. Have the students identify incidents where public morals and opinion modify military policy. (e.g. Biological and chemical warfare practices and technology).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		In addition to magazine and newspaper sources, the students can gather data here by writing to Congressmen, Senators, and Information Officers at various military posts and requesting relevant information.

3: THE STUDENT WILL DESCRIBE THE FACTORS THAT HAVE INFLUENCED THE ORGANIZATION OF THE AMERICAN MILITARY INSTITUTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
STIGATING SIGNIFI- ASPECTS OF THE OR- ZATIONAL UNITS OF MILITARY HELPS CL IFY THE DEVELOPMENT STRUCTURE OF THE ITUTION.	The student will describe the factors that have influenced the organization of the American military institution.	1. Have the students suggest reasons why America has developed several branches of the military institution rather than a single chain of command for all aspects of the military. Student research into the function of each branch of the armed forces will facilitate this activity. Suggested sources of data: Toward an American Army by Weigley and National Security and the General Staff by Nelson. 2. Have the students do research to identify the purpose and function of the following and formulate hypotheses on ways each might affect future developments in the American military institution. a. Army Material Development and Logistic Command (MDLC) b. Army Combat Developments Command (ACDC) c. Strategic Communication Command (STRATCOM) d. Army Intelligence Corps Command (USAINTCC) e. Continental Army Command (CONARC) 3. Have the students trace the development of the Department of War and Department of the Navy to the Department of Defense. Have them identify the purposes for the organizational changes that occurred in this process and formulate hypotheses about the implications of the changes in terminology (i. e. War to Defense). 4. Have the students identify the function of the Civil Defense Mobilization Administration and CONELRAD (control of electronic radiation radio system). Have them suggest what factors necessitated their development. 5. Have the students discuss the development of support functions (e.g. ordinance, quartermaster, medical) for the infantry. Have them identify the function of these support services, the rela-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		tive cost in men and money, and formulate hypotheses about the developmental pattern of support services in the American military institution. Suggested source of data: War in the Modern World by Rapp. 6. Have the students read about (and perhaps re-enact) the trial of Billy Mitchell. Have them identify the objections to the use and development of air power and compare them to the actual accomplishments and uses of air power today. Show film, Billy Mitchell No. 1-31566. 7. Have the students compare the use of air power in World War I, World War II, Korean War, and the Vietnamese War. Have them formulate hypotheses about the development of the role of the Air Force and gather data to test their hypotheses (e.g. American use of air power has shifted from ground support function to the primary offensive system). 8. Have the students do research to identify the theoretical contributions of Hugh Trenchard and Giulio Douhet. Have them identify ways that the military doctrines of these men have influenced the development of the American military institution. Suggested source of data: The Command of the Air by Douhet. 9. Have the students do research on the roles of the Strategic and Tactical Air Commands. Suggested source of data: Airman's Guide. 10. Have the students do sufficient research to formulate a statement about the purpose of the Air Force. Then have them gather data to determine the degree to which our military and civilian leaders have attempted to achieve those purposes. (i.e. Is the organization compatible with the purpose?)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested source of data: Airborne Warfare by Gavin.
		11. Have the students compare the use of offensive naval vessels in various American wars. Have them make inferences about the importance of the Navy at various periods of American history.
		Suggested source of data: A Guide to Naval Strategy by Brodie and A History of the United States Navy by Knot.
		12. Have the students review the control of world navies imposed by the Washington Naval Agreement of 1922. Then have them make inferences about the reasons for the attempt to achieve a balance of power in Naval strength. Next, have them formulate hypotheses about ways to achieve a balance of naval power in the modern world.
		13. Given the statement that World War I was the last war in which a heavy gun mounted on an armored ship was the decisive naval weapon, have the students identify the changes that have taken place in Naval weaponry and formulate hypotheses about what naval weapon(s) are supreme in today's world. (NOTE: It may be useful to have the students consider the navy's function in various situations. The naval weapon that is supreme in deterrent massive war may be ineffective as a support weapon in a Viet Nam type conflict. Also, the film, Billy Mitchell, presents the decline of naval weaponry following World War I).
		14. Have the students identify the function of battleships, cruisers, destroyers, aircraft carriers, amphibious ships, submarines, and mineship (mine layers). Have them identify the wars in which each type has played a significant role. Have them speculate how each is or could be used in modern warfare (or identify why it is no longer useful).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested sources of data: Sea Power in the Machine Age by Brodie and Tools of War by Newman.
		15. Show film, Admiral Chester Nimitz, No. 1-31541, to illustrate the use of naval power in World War II. (Nimitz worked with submarines during World War I).
		16. Have the students identify the function of the U.S. Navy's auxiliary vessels (e.g. cargo ships, oilers, transport ships, hospital ships, repair and salvage ships). Have them infer from available data the reasons these vessels are necessary and hypothesize on the factors that have encouraged (or required) their development.
		Suggested source of data: Naval Officer's Guide by Ageton.
		17. Have the students investigate the traditional role of the U.S. Marine Corps. Have them identify the role that the Marine hav played in each of America's wars.
		18. Have the students identify the function of the U.S. Coast Guar They might invite a representative of the Coast Guard (perhaps a recruiter) to speak to the class about the history, development, and traditions of this service.
ANY FACETS OF THE ORR STRUCTURE AND A OF TECHNOLOGICAL GES OR A REACTION TO T.		19. Have the students do research to identify instances when the armed forces have changed to adjust to specific technological advances of potential enemies. (e.g. Development of and deployment of bombers, nuclear submarines, guided missiles).
		Suggested sources of data: Science in World War II by U. S. Office of Scientific Research and Ideas and Weapons by Holley.
		20. Given the concept "deterrent power" and the idea that the [illegible] that might deter power "A" might not deter power "B", [illegible] the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		students suggest (and/or do research to identify) how this has affected the development of the American military institution. Suggested source of data: American Military Policy by Edgar. See Chapter three - "The Evolution of American Strategic Military Doctrines." 21. Have the students trace the development of the technology of warfare from the colonial wars to the modern nuclear arsenal. Have them obtain or create visual images of the weapons and support technology and discuss how the assets and limitations of each weapon (or weapon system) determines the usefulness of the military institution. 22. Have the students do research to support or reject this statement: "The U.S. has traditionally attempted to develop a technology that would allow massive retaliation to enemy attack." (NOTE: Since students will find this statement only partially supported by the evidence, guide them in discussion(s) to seek out other philosophies of preparedness followed at various times in America's past). The students might also discuss this statement: "No nation has enjoyed peace without safeguarding it by the force of arms." 23. Have the students do research to identify the effects of the development of atomic power on the U. S. Army during the last two decades (e.g. reshaping of weapons systems, doctrine, management system, General Staff Organization). Valuable data can be gathered by contacting local recruiters, information officer, the U.S. Superintendent of Documents for relevant pamphlets, and class or small group field trips to local military facilities (e.g. Homestead Air Force Base, Coast Guard Base).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		24. Have the students do research to gather data to support or reject the hypothesis that the development of America's defensive weapons systems have been in reaction to the development of offense of actual or potential enemies. 25. Have the students identify the location and function of the DEW Line, Mid-Canada Line, and Pine Tree Line and the function of the Semi-Automatic Ground Environment Control centers (SAGE). Have them discuss the developments that have made these aspects of America's military institution necessary. 26. Have the students do research (via newspaper articles, magazines, etc.) on the development of antimissile defense systems. Have them formulate hypotheses about the function and justification for the development of such a system. 27. Have the students do research to identify ways in which technological changes have modified the tactics and techniques of the infantry in the various wars of America. Since the function of the infantry (close ground combat) has remained unchanged over the centuries, have the students concentrate on ways the infantry adapted new technology to fit its traditional function. Suggested procedure: Have the students discuss the use of infantry up to the Civil War , i.e., masses of soldiers with rifles engaging the enemy with small arms fire and, when necessary, bayonets. Then have the students speculate on the types of changes technological innovations required in subsequent wars, e.g., machine guns, tanks, artillery barrages. 28. Have the students gather visual evidence to show the changes in the technological equipment of warfare used by the U. S. Navy. (e.g. pictures of Frigates, Ironclads, destroyers, nuclear subs, missile ships).

4: THE STUDENT WILL DESCRIBE THE INFLUENCE OF THE MILITARY INSTITUTION ON THE AMERICAN ECONOMY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
OF THE DEVELOPMENT HE MILITARY INSTI- ON IS REFLECTED IN EFFECT ON THE ECON- OF THE NATION.	The student will describe the influence of the military institution on the American economy.	1. Have the students brainstorm a list of products (e.g. M-15 rifles, tanks, bombers) that are for military use. Have them suggest and discuss possible consequences to the economy if production of those items suddenly stopped (e.g. loss of jobs, businesses closing down, disruption of personal lives). 2. Have the students discuss the concept "arms race." Have them suggest ways an arms race affects a nations economy. Some students might do research to identify specific effects of the U. S./U.S.S.R. arms race on the American (and world) economy. Suggested source of data (especially itemized listing of funds received by various American businesses involved in military production and research): The Weapons Culture by Lapp. 3. Have the students do research to determine what amounts of money and percentages of Gross National Product are spent on national defense (military). Have them make inferences from the data. 4. Have the students debate this question: Should the U. S. reduce defense spending? (The debate should be preceded by sufficient research to identify the amount and types of defense spending. The proponents should prepare to justify the present spending and the opponents should prepare to offer suitable alternatives). 5. Have the students discuss the effect of an active war (e.g. Korea, Viet Nam) on the American economy. (Suggested focus questions: Does war affect the unemployment rate? How are jobs created or maintained by war? Does war stimulate scientific research?) 6. Have the students do research to identify the location of military bases in the United States. Have them suggest how the existence of these bases affects the economy of the communities

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		in or near which they are located. (e.g. Housing for families of service men, cars bought by servicemen, entertainment industry supported, food purchased, jobs for local residents). Some students might investigate the affects of Homestead Air Force on the city of Homestead. 7. Have the students do research to identify products or services developed for military use and adapted to extensive civilian use (e.g. production planning systems, heliocopters, racer systems, detection devices). Have the students make inferences about the effect of such products and services on the national economy. (See Appendix of The Weapons Culture for useful data). For many of the activities in this goal, significant data can be located in Statistical Abstracts of the United States. 8. Have the students role play a Presidential Cabinet. Given a list of national priorities (e.g. defense against a technologically advanced enemy, production of food for a large population, care for poverty stricken, education, health care), have them formulate a series of recommendations for the expenditure of the people's tax money. Have them consider the relative merits of each item demanding attention and present justifications for each expenditure they make. Other students could play the role of "watch-dogs" by asking analytical questions about the purposes, justiciations, and possible effects of the various proposed expenditures. (Special emphasis should be given to the military expenditures they recommend, especially in seeking inferences about the effects and implications of military spending). 9. Have the students do research to determine the variety of skills and abilities for which the military provides training. Have the students make inferences about the effect of such training of the quality of the civilian labor pool and consequently on the American economy.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Given the proposition that changes in technology constantly make new weapons obsolete, have the students identify research efforts by the military to improve its weapons systems and then speculate on the effects of this research on the economy. 11. Have the students discuss the economic implications of the following areas of military research: a. Development of weapons systems (e.g. missiles, bombers, submarines). b. Component development (e.g. communication systems, aircraft engines, gyroscopes, armored vehicles). c. Applied research (e.g. testing new ideas on fuels, vacuum tubes, aircraft wings, guidance systems). d. Basic (pure) research (e.g. search for new knowledge, primarily in such fields as aerodynamics, atomic physics, and mathematics). 12. Have the students discuss the concepts of duplication of research and development efforts and competition between the branches of the armed forces. Have them evaluate the advantages (e.g. provides alternative and double-checking) and disadvantages (waste of time and money) of such a system on the economy. Suggested source of data: The Economics of Defense In the Nuclear Age by Charles Hitch and Roland McKean. 13. Have the students locate figures on the portion of the Federal budget spent on the military (defense) at various times in American history. Have them formulate hypotheses about the development of the influence and importance of the military institution in American life based on the pattern of the spending of public funds. 14. It is said by some that money is a controlling factor in war. Have the students discuss this point.

L 5: THE STUDENT WILL DISTINGUISH BETWEEN STRATEGY AND TACTICS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ATEGY	The student will distinguish between strategy and tactics.	1. Give the students an appropriate definition of strategy (e.g. the planning and coordinating of all military operations so that they will coincide with political objectives and decisions). Have them suggest ways in which the military forces might be used to achieve political aims. (They might review the events in the current Vietnamese war for example, e.g. bombing pauses, river control by gunboats and aircraft). 2. Have the students participate in simulation games in which strategy decisions must be made. (See Appendix for listing of appropriate games). 3. Have the students identify the uses of military forces by the U. S. for a given time period (e.g. the 1960's, the 19th century). Then have them make inferences about the possible political objectives such as military action would reflect. 4. Have the students discuss the concept of having different national strategies for different situations. Have them suggest reasons why the U. S. might need different strategies for total war, limited war, and cold war. At this point the students may view the films, Cold War: The Early Period (1947-1953), No. 1-10575, and Total War (new acquisition). 5. Have the students do research to determine what the U. S. strategy is for waging a total war. NOTE: Data for student inquiry into strategy and tactics can be found in the majority of the books listed in the bibliography. 6. Have the students analyze the use of the American military in opposition to communism in the past 25 years and then make inferences about the American strategy for dealing with the communist powers. (e.g. limited wars, containment, military and economic support to foes of communism).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Have the students suggest ways in which the actions and attitudes of political and military allies could affect a nation's strategy. (Some students may do research to identify examples of modification of strategy in reaction to action or attitude of allies). 8. Given the generalization that wartime strategy is designed to cause success in battle by securing every possible advantage for our military, have the student make inferences (or hypothesize) about factors controlled by strategy that could contribute to a military advantage (e.g. numbers of men, weapon power, supplies, morale). 9. Have the students discuss how the following could regulate a nation's strategy: a. National population. b. Wealth. c. Production. d. Spirit (e.g. morale, feelings of unity). The students should then identify ways in which American strategy is regulated by the above factors. (Consider having students brainstorm two lists of strategic objectives - one list of objectives that are possible in light of the factors above, the other a list of objectives that are not feasible for our nation in light of the above factors). 10. Have the students evaluate American strategy in selected wars (total, limited, or cold) by using the following criteria: a. The highest aim of strategy is winning a total victory. b. The next highest aim is winning a helpful alliance. c. The worse results of strategy are:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(1) Policies which expend military power without the possibility of political gain. (2) Policies which provoke new enmities to the degree that military superiority is lost. 11. Have the students do research on the "Pentagon Papers" (printed in part in the New York Times and the Washington Post) regarding the events that led to American involvement in a land war in Asia. Have the students make inferences about the how military leaders can affect strategical policy decisions. 12. Have the students discuss the impact that the development of nuclear weapons has had on American military strategy. (e.g. a single air strike with nuclear weapons could eliminated massed ground forces of an entire industrial network). Their discussion (and research) should lead to an exploration of the strategy of "deterrence." 13. Have the students suggest reasons why the most economical strategy in maneuvering land forces is usually to move against the enemies base of supply or lines of supply. (e.g. The enemy is forced to replace losses in the rear to maintain supplies; to give ground to avoid being cut off; the enemy is best prepared to defend against frontal assault). 14. Have the students role-play situations requiring information and execution of strategy. Select one group to act as civilian policy makers. Select another to act as military commanders who must decide how to achieve the political aims set up by civilian policy making group. The military commanders should be assisted by two groups of research specialists: conflict will take place (e.g. population, geography, climate, cultural features); the other group advises about the employment of forces (e.g. how to move the forces on "our" side; the mobility

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		and location of enemy forces, location of enemy reserves). Having received the advice of these groups, the military commanders propose strategic decisions that are possible in light of the information about environment and employment of forces an and consistent with the civilian political policy decisions. (The student might create an imaginary conflict or after adequate research use one of American's historical battles or campaigns).
		15. Have the students conduct a panel discussion to discuss how military history, geography, and technology affect military decisions.
		16. Have the students identify ways in which technological changes have modified the strategic role of the U. S. Navy. (e.g. Nuclear powered missile equipped submarines provide relatively invulnerable retaliatory force, electronic "spy" ships).
		17. Given the idea that the military institution is a tool for obtaining political objectives, have the students do research to identify ways the military can be used as a political instrument and ways that the military has changed to maintain or develop effectiveness as a political instrument.
TACTICS		18. Given the definition that tactics are the plans for movement of battle forces in contact with or near to enemy forces ("battle forces" here is intended to include manpower, and weaponry and equipment), have the students identify examples of tactic action for selected military engagements. (Have them look at land, air and sea battles).
		19. Give the students a list of factual statements about World War II (or any war). (e.g. The allies decided to concentrate first against the enemy in Europe. The allies launched an amphibian attack on the coast of Normandy. The allies decided to

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		secure the islands of the Pacific before launching massive attacks against the Japanese home islands. The allies preceded most island invasions with massive artillery bombardments). Have the students distinguish between the strategic and tactical decisions. Once the distinction is clear, have them identify tactical decisions for selected battles. 20. Provide the students with examples of situations where technological innovations or improvements have resulted in changes in tactics (e.g. the bazooka as protection against tanks allowing greater concentration of men and artillery). Have the students do research to identify other examples of the effect of technology on tactics. Encourage the students to formulate generalization on the basis of the data gathered (e.g. Major improvements in weapons induces a corresponding change in tactics). 21. Have the students discuss the possible effects of neutralizing weapons on tactics (e.g. biological or chemical incapaciting agents). 22. Given evidence to support the generalization that tactics are built on weapons and weapons capabilities, have students gather evidence in order to make reasonable inferences about the effect of the following factors on tactics: a. Human nature b. The "character" of a nation's troops (e.g. Would American troops normally accept orders for a "suicide" attack?) c. The ground (terrain) d. Climate 23. Have the students do research to trace the development and show the effects of the "combined arms" principle that has come to dominate tactical decisions in the last 150 years (e.g. Artillery, aircraft, and ground forces working in unison).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		24. Have the students make inferences about the effect nuclear weapons have on tactical planning. 25. Have students do research to determine the effects of the rise of air power on tactics in this century. 26. Have the students gather data in order to make inferences about the effects of the following on Naval tactics: gunpowder, the rifled gun, the torpedo, the airplane, the bomb, nuclear weapons and missiles, nuclear powered propulsion systems. 27. Have the students do research to identify American innovations in warfare (e.g. guerrilla tactics in American Revolution, trench and seige warfare of the Civil War) and give reports about the influence of the innovations on warfare and military preparedness (both in the U.S. and other nations).

GOAL 6: THE STUDENT WILL TRACE THE DEVELOPMENT OF MANPOWER PROCUREMENT PROCEDURES OF THE AMERICAN MILITARY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CHARACTER OF A MILITARY FORCE IS DETERMINED BY THE PROCEDURES UTILIZED TO OBTAIN THE MANPOWER REQUIRED FOR THE INSTITUTION.	The student will trace the development of manpower procurement procedures of the American military.	1. Have the students do research to locate pictures or models of recruitment posters and advertisements from the various Americ wars. Have the students identify the common appeals used to a tract volunteers. Have them compare the appeals of the past with those used today. 2. Have the students do research to identify the wars which were fought without recourse to a draft (Revolution, 1812, Spanish-American). Have the students make inferences about the signif cant differences between the wars that required a draft and those that did not (e.g. Duration of sustained conflict, avail ability of means for massive troop transport, manpower require ments). What factors influence a person to volunteer? What happens to patriotism during wartime as opposed to peacetime? Suggested sources of data: The War of the Revolution, The War of 1812, and Our National Attic. 3. Have a student investigate a comparison of desertions of volun teers and draftees, and report to the class. Suggested source of data: Valor of Ignorance. 4. Have the students gather data about the "Enrollment Act of 186 Have them identify the qualifications set for acceptance of draftees, the procedures for determining how many draftees each state must provide, the conditions under which a state had to provide draftees, the service requirements placed on draftees. Have the students make inferences about the inequities of the system as employed in the Civil War. 5. Have the students do research to determine the motives behind the draft riots in New York City after the passing of the Enrollment Act of 1863. 6. Have the students do research to determine the effect the Spanish-American War had on the quality of the American milit

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		establishment. Have them speculate on the effects a draft-supplied manpower base might have had on our military power at that time. Suggested source of data: <u>The Relationship of the United States and Spain</u> by Chadwick. 7. Have the students compare the draft laws of the Confederate states with those of the Union during the Civil War. Then have them compare the Confederate draft laws with those contained in the Selective Service Act passed when the U. S. entered World War I (Use of "Reader's Guide" recommended). 8. Have the students gather data to determine the manpower levels of American military forces before, during (at highest points) and after the various wars. Have them make inferences on the pattern of maintaining military manpower and the effects of this pattern. Suggested source of data: <u>When Johnny Comes Marching Home</u> by Wecter. 9. Have the students do research to identify and discuss the requirements of the Selective Service Training Act of 1940. 10. Have the students do research to identify the role of the military academies in providing manpower to the American military (e.g. West Point, Annapolis, Air Force Academy, Coast Guard Academy). 11. Have the students discuss the purposes of R.O.T.C and make inferences about the effect of such an officer training system. Contact the University of Miami R.O.T.C. for a possible speaker or materials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Have the students do research to identify motives for the inclusion of peace-time drafting in the 1948 Selective Service Act. 13. Have the students identify the length of service requirements placed on draftees in each war. Have them make inferences about the reasons for changes in the required time of service. 14. Have the students do research to determine the meaning and purpose of the draft classifications (e.g. 1-A, 1-O, 4-F). 15. Have the students identify the intervals at which the Selective Service laws have been renewed. Have them gather data (perhaps from the Congressional Record) and make inferences on the reasons for renewals of the draft. 16. Have the students read the current draft laws and deferment system. Have them discuss how they will be affected by this law. 17. Have the students discuss the concept of "Universal conscription." Have them suggest ways in which both men and women could serve their country. 18. Have the students trace the development and identify the functions of the Organized Reserve Corps (O.R.C.) and the National Guard. Consider having speakers from these organizations. Discuss with the class the nature of their work and the purpose of their military organization.

GOAL 7: THE STUDENT WILL EVALUATE THE POLICY OF THE SUPREMACY OF CIVIL AUTHORITY OVER MILITARY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CIVIL AUTHORITY HAS BEEN A TRADITION RIGIDLY ADHERED TO POLICY IN AMERICAN MILITARY HISTORY.	The student will evaluate the policy of the supremacy of civil authority over the military.	1. Have the students read Article 1, Section 8 of the United States Constitution. Have them identify the portion that mandates civil authority over the military. (A brief discussion of the supremacy of the Constitution may be necessary with some classes). 2. Have the students discuss the concept of civil authority and clarify what it means in practice. Speakers (from the milita and civil government) might be invited to discuss the role of civil authority in military affairs with the class. The stud ents should attempt to discover (via research) in what ways civil authority is usually manifested. 3. Have the students brainstorm a list of possible advantages an disadvantages of civil authority. 4. Have the students write members of Congress, military leaders and other national leaders to request an opinion about the va of military authority over the military. The students can di cuss the replies to aid in clarification of their own values regarding civil authority. (NOTE: To allow time for replies have the students write early in the quinmester. Devise some system to avoid any one official receiving more than one requ for an opinion). 5. Have students do research to determine the purposes and activ ities of the National Security Council. Have them discuss (o write) how the Council reflects the civil authority policy of the United States. 6. Have the students do research on various military dictatorshi and unchecked military institutions in other nations. Have t identify ways in which the supremacy or equality of the milit in relation to civil authority has affected the po l of the nations. (e.g. loss of civil rights, elimination of opposition, political stability, economic reforms).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Have the students discuss the value of military control in the instances identified and speculate on how unchecked military authority would act (or react) in this nation. 7. Have the students identify instances in which civil and military authorities have clashed (e.g. Truman and MacArthur). Have the students do research to gather verifiable data about the conflict. Then have them speculate on the possible effects on history the clashes might have had if civil authority was not supreme. 8. Have the students write an essay expressing their opinion on the value of the supremacy of civil authority. The students should present evidence to validate their view. (Numerous class and small group discussions on the topic should precede the writing of the essay). Suggested sources of data: Civil-Military Relationships in American Life, American Democracy and Military Power, Our National Attack, The Wars of America, and "The Reader's Cuide to Periodical Literature."

IN THE MINDS OF THE AMERICAN PUBLIC.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
A VARIETY OF FACTORS INFLUENCE THE FORMATION AND MODIFICATION OF PUBLIC ATTITUDES TOWARD THE MILITARY.	The students will speculate on what factors affect the status of the military institution in the minds of the American public.	1. Have the students discuss and clarify and meaning of these concepts: institution, public opinion, status, evaluation. 2. Have the students conduct a survey to sample public opinion on various aspects of the military. (Sample questions: Is a national military force necessary? Why? Are we spending enough? How would you feel if a person following a military career moved next door to you? How would you feel if someone you loved selected a career in the military?) Have the students analyze the data from the survey. 3. Have the students do research (perhaps via the "Reader's Guid to locate articles about the military. Have them identify factors what are praised (evaluated or referred to positively) and factors that are criticized (evaluated or referred to negatively). Then have the students make inferences from the data on which factors affect the status of the military. (e.g. Attractive uniforms may have positive influence while deployment of biological weapons a negative one). 4. Have some student conduct (and report on) interviews with people in agencies or a hiring capacity in any business in order to gather data on the value (plus or minus) of "veteran status" in getting a job. 5. Have the student discuss (in small groups) the effect of the existence (and the possibility of its use) of the military's nuclear arsenal on the opinion the public holds about the military. (an interesting position or debate is presented by Philip Wylie, "Panic, Psychology and the Bomb," Bulletin of Atomic Scientists, Vol. X, No. 2, 1954).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have the students do research to identify the job training and skill development services offered by the military. (Data can be gathered from local recruiters). Have the students speculate (and perhaps do research) on how this training affects opinions about the military held by: a. Men who received the training b. Employers c. Potential draftees and/or volunteers 7. Have the students locate and read the reports of outstanding war correspondents (e.g. George Smalley, Henry Wing, Januarius MacGahan, James Creelman, Richard Davis, Floyd Gibbons, Ernie Pyle, Marguerite Higgins). Have the students identify the attitude such reporters took towards the wars they reported and the military institution. Have the students speculate on the effect these reports might have had on public opinion. (Data can be located in newspaper files and in current news articles of the Viet Nam conflict (or any current conflict). 8. Have the students identify major military leaders who have later gained political power (e.g. Grant, Eisenhower). Have the students speculate (and perhaps gather data) on the effect of their military reputations on their political careers (e.g. popularity, decision making ability). Have the students suggest reasons why the public might consider successful military leadership a positive factor in a political figure. Biography films on military personalities are included in the bibliography. 9. Have the students gather and anlyze military recruitment poster posters, pamphlets, films, etc. Have them identify the arguments commonly used to solicit volunteers (e.g. adventure, travel, job training). Have the students speculate on how these inducements affect the image of the military.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Have the students identify military research projects that have attracted public attention (e.g. missile research, biological warfare, global communication devices). Have the students suggest ways (positive or negative) these projects affect public opinion about the military. (Data can be located through the "Reader's Guide"). NOTE: Some of the activities from objective 4. may be applicable here. Have the students speculate on the effect of the military institution's economic power on public opinion. The students might discuss the concept "military-industrial complex" and speculate on ways such a complex might influence public opinion (intentionally and otherwise).

I. RECOMMENDED TEXTUAL MATERIAL

The following paperback books are suggested as useful student guides and sources of data:

Leckie, Robert. The Wars of America: Volume II - San Juan Hill to Tonkin. New York: Bantam Books.

(NOTE: If funds permit selection of only one student text, the above is the best choice. The books listed below are highly recommended also, but each covers a more limited portion of America's military history).

Catton, Bruce. The American Heritage Short History of the Civil War. New York: Laurel Leaf (Dell).

Cogdon, Don. Combat: World War II. New York: Dell. Four Volumes: European Theatre, Pacific Theatre, War With Japan, and War With Germany.

Marshall, S. L. The American Heritage History of World War I. New York: Laurel Leaf (Dell).

Recommended Teacher Guide Book:

Foreign Policy Association, Teaching About War and War Prevention. New York: Foreign Policy Association, 1971.

II. AUDIO-VISUAL RESOURCES

A. Pictures and Posters

Aero Publishers, Inc., Fallbrook, California, 92028
U. S. Superintendent of Documents, Washington, D. C.

B. Maps (Wall Size - 50" X 33")

A. J. Nystrom & Co., 3333 Elston Avenue, Chicago, Illinois, 60618

Maps by Title: The War Between the States (SG16)
The World War (SG19)
The U.S. as a World Power After the Spanish-American War (SG20)
World War II in Europe and Northern Africa (KW25)
World War II in the Pacific (KW26)

C. Transparencies

Popular Science Audio Visuals, 5235 Ravenwood Avenue, Chicago, Illinois 60640

Sets available: Revolutionary War (7 transparencies in set)
War of 1812 (3 in set)
Westward Expansion 1803-1845 (2 in set)
Mexican War (5 in set)
Civil War (10 in set)
Spanish-American War (5 in set)
World War I (7 in set)
World War II - Europe (16 in set)
World War II - Pacific (15 in set)
Korea and the Far East (10 in set)

Transparencies available from Dade County Schools Instructional Materials Center:

2-30099 The Civil War Period
2-30089 U. S. History: The American Revolution (Unit 3)
2-30109 World History: The 20th Century in War and Search for Peace

D. Records

Enrichment Materials, Inc., 50 West 44 Street, New York City, New York, 10036
A variety of dramatizations of events from American military history.

Records available from Dade County Schools Instructional Materials Center:

4-40416 America's First World War
4-50030 Charles Edgar Clark (Fighting Heroes of the USN series)
4-30195 D-Day - Invasion of Europe
4-50028 David Farragut (USN series) also James Lawrence
4-40180 Guadalcanal Diary
4-40027 Lincoln's Gettysburg Address
4-30162 Lee and Grant at Appomatox
4-30163 Lee and Grant at Appomatox
4-30160 Monitor and the Merrimac
4-30161 Monitor and the Merrimac
4-40379 The Rise of Adolf Hitler
4-40438 Franklin Delano Roosevelt (speeches related to war)
4-40434 Franklin Delano Roosevelt (speeches related to war)

4-40489	Songs of the Revolution
4-40454	Swamp Fox of the Revolution
4-40348	The True Story of the Civil War
4-40032	Voices of the American Revolution
4-30167	Winter at Valley Forge

E. Films

Civil War Series (6 films - Doubleday),
Spire Audio Visual Co., 24 N. W. 30 Street, Miami, Florida 33127.

Films available from Dade County Schools Instructional Materials Center:

1-12800	The American Revolution	15' C	
1-12838	The Background of the Civil War	20' C	
1-31634	Black Soldier	26' BW	
1-12840	Civil War	14' C	
1-12846	Civil War: Background Issues	16' C	
1-12847	Civil War: First Two Years	16' BW	
1-10575	Cold War, The Early Period 1947-1953	19' BW	
1-31546	Eisenhower, General Dwight	26' BW	
1-05106	Eisenhower on Lincoln, the Commander in Chief	30' BW	
1-05171	Europe is Tinderbox	5' BW	
1-31166	U. S. Grant: An Improbable Hero	30' BW	
	Grant vs. Lee (new film)		
1-05398	Headlines of the Century	10' BW	(Reel I)
1-05400	Headlines of the Century	10' BW	(Reel 3)
1-05209	Hiroshima: Blast Horror Revealed		
1-05175	Jap Planes Attack Pearl Harbor	5' BW	
1-05111	Last Roundup of a Rough Rider	5' BW	
1-12449	Abraham Lincoln, The War Years (part 3)	18' C	
1-05393	Lincoln Speaks at Gettysburg	12' BW	
1-31542	Marshall, General Douglas	26' BW	
1-05122	General MacArthur Comes Home.	5' BW	
1-31566	Mitchell, Billy	26' BW	
1-05173	The Munich Peace Pact	5' BW	
1-05172	Nazis March Into Rhine	5' BW	
1-30023	News Cavalcade - 1963	30' BW	
1-31541	Nimitz, Admiral Chester	26' BW	

1-05388	Old Ironsides	6' BW
1-31543	[illegible]	26' BW
1-31541	Pershing, General John	26' BW
1-50189	Poland Surrenders	5' BW
1-31047	The Rise of Adolf Hitler	28' BW
1-05559	Role of the Combat Cameraman	14' BW
1-.....	Screen Digests: 61 films varying in length from 10 to 20 minutes. Consultant Instructional Material Catalog for content summary of each.	
1-31031	Second World War: The Allied Victory	28' BW
1-31034	Second World War: Prelude to Conflict	29' BW
1-31037	Second World War: Triumph of the Axis	25' BW
1-31102	The Shot Heard Round the World	32' C
1-12820	Soldier of the Revolution	15' C
	Some of the Boys (new film)	
1-12859	Sunset At Appomatox	21' BW
1-40073	That War In Korea (part 1)	42' BW
1-40075	That War In Korea (part 2)	42' BW
	Total War (new film)	
1-31132	True Story of the Civil War	33' BW
1-12867	The Truman Years	19' BW
1-03626	U. S. Starts Missile Program	5' BW
1-12822	Valley Forge	14' BW
1-31547	Von Braun, Werner	26' BW
1-12830	The War of 1812	14' BW
1-12832	The War of 1812	15' BW
1-30033	Why Vietnam?	30' BW
1-40115	World at War	44' BW
1-05165	World War I: Building the Peace	11' BW
1-31025	World War I: Role of the U. S. A.	28' BW
1-12561	World War I: The War Years	14' BW
1-12562	World War I: The Background	14' BW
1-31028	World War Two: Prologue, U.S. A.	28' BW

IV. BIBLIOGRAPHY

The bibliography selections are works that will provide data useful for student inquiry. If the school's library does not have them, you should consider asking the librarian to order them. If possible, a classroom reference shelf should be compiled from these selections.

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Ageton, Arthur. Naval Officer's Guide. Annapolis: U.S. Naval Institute, 1960.

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IV. APPENDIX

Simulation Games useful for this course:

Caltech Political Military Exercise. Professor E. Manger, Division of Humanities and Social Science, California Institute of Technology, Pasedena, California 91109.

Teams develop policy position and try to solve crises (mostly military) through diplomacy.

Conflict. World Law Fund, 11 West 42 Street, New York, New York 10036.

Deals with a futuristic crisis in a disarmed world.

Confrontation: The Cuban Missile Crisis. School Marketing, Inc., 1414 Avenue of the Americas, New York, New York 10023.

A Mixed-media program examining the background and buildup to nuclear confrontation between the U. S., the U.S.S.R. and Cuba.

Dangerous Parallel. Scott Foresman & Co., 1900 East Lake Avenue, Glenview, Illinois 60025.

Students play ministerial roles for six fictional nations facing a situation analogous to the Korean War.

The Game of Grand Strategy. Abt Associate Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138.

Students try to achieve goals in a wartime crisis situation (1914-1918) with a minimum military and economic cost.

Mission. Interact, Post Office Box 262, Lakeside, California 92040.

Students research and debate differing viewpoints on Vietnam involvement.

War or Peace. A scenerio in "Social Education," November 1966, pages 521-522.

Dynamics of international relations examined with emphasis on balance of power concept.

NOTE: Teachers who wish to develop their own simulation games (and this is encouraged) should read Simulation Games for the Social Studies Classroom by William Nesbitt. Foreign Policy Association, New York. 1971.